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AUTHOR Nel, Johanna
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ABSTRACT

An historical analysis of the University of Wyoming's infancy years of university extension revealed that the institution established its extension program in 1891, approximately 4 years after the establishment of the university, and was among the pioneers in developing such programs in the United States. Historical evidence has also indicated that the university took a situation approach in its philosophy regarding the education of adults, providing courses to fit their specific needs, and allowing them freedom of choice in what they wanted to learn. In addition, the university considered the varied responsibilities of the adult learners in arranging times and places of instruction. Local extension centers were also organized in several towns. Unit course lectures, consisting of six lectures on a given subject, were offered with the traveling expenses of lecturers as the only costs involved to the adult learners. It is concluded that although the concept of lifelong learning was not used, the concept of continuing education was a reality in the planning procedures of the university. Researchers are encouraged to explore the history of extension at other universities in order to provide a comprehensive picture of the role played by American universities in providing off-campus educational opportunities during their earlier years. (LPT)

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AN HISTORICAL INVESTIGATION OF THE INFANCY YEARS OF UNIVERSITY EXTENSION AT A MID-WESTERN INSTITUTION

Johanna Nel
University of Wyoming
Laramie, Wyoming

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AN HISTORICAL INVESTIGATION
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> The fact must be mentioned that the members of the faculty of the University of Wyoming have not been content to do only the regular work of their departments. They have organized a University Extension Association, including a Correspondence Department, and are prepared to carry the privileges of the University to every part of the state.[1]

What was the philosophy of the shakers and movers who started university extension in Wyoming a century ago? What did they have in mind? How did they see the future? These were some of the questions posed in this historical study. As an initial step back into history an effort was made to determine what the literature said about university extension fifty to hundred years ago. In the Extension of University Teaching (1941), Creese identified extension as adult education provided by universities and colleges, based on the principle of academic responsibility towards the community at large.[2] Richard G. Moulton, one of the first extension professors in America, defined a university extension course in 1893 as "a combination of popular lectures with the regular machinery of education --reading, exercises, class work, examinations and certificates -- for those of the large audience who desire to be something more than mere hearers."[3] According to Alfred L. Hall-Quest (1926) the major concern of extension, as an arm of the university, was the distribution of knowledge to adult learners in a way that will result in their intellectual and emotional growth.[4] He argued for the cultivation of mind and spirit, personality growth, and the opportunity for continued vocational and non-vocational study.[5] It appears that the typical extension student, over half a century ago, was beyond high school age, more mature than the students in residence, and inclined to study irregularly and at unconventional times and places.[6] According to Creese

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[1] Newspaper clipping, no date, (probably 1892) Hebard Scrapbook, wf 378.7 w994 L V.1, University of Wyoming Archives, American Heritage Center.

[2] J. Creese. (1941). The Extension of University Teaching, p. 24. New York: American Association for Adult Education.

[3] R. G. Moulton. (1893). Talks with Lecturers. The University Extension World, 2(1), 13.

[4] Alfred L. Hall-Quest. (1926). The University Afield, pp. 259-263. New York: McMillan

[5] Hall-Quest, loc cit.

[6] Dorothy Rowden. (1934). Handbook of Adult Education in the United States, p. 256. New York: American Association for Adult Education.

University extension appeared for the first time in America among the formal divisions of a university plan when President Harper of the University of Chicago announced in 1892 that university instruction would be available to the public at large and that exercises and examination would be conducted at points distant from the university.[7] It appears that evidence found in this research may challenge this long accepted belief.

The University of Wyoming was established on March 4, 1886 when the Ninth Territorial Legislature of Wyoming passed a bill authorizing formal action toward the organization of a university in the territory of Wyoming. On September 6, 1887 the first 37 students enrolled, two of whom were of collegiate rank. The next year enrollment increased to 56 preparatory students and 16 collegiate level students. Interesting to note is the fact that 13 of the 16 collegiate students were adults, "wives of townspeople mostly."[8] In-residence instruction of adults formed an integral part of the University of Wyoming's original educational philosophy but no reference was made of any plan to do extension work during the first year of existence.[9]

The first indication that the University was moving towards the introduction of university extension was found in the 1890-1891 Catalogue. Sketching its philosophy regarding the role and function of a university administration officials posited that:

> The function of an ideal university is to teach all classes higher knowledge. Impossible as the full attainment of this is, it has been the ideal goal toward which effort is being directed. The view is gaining ground that it is a function of a university to seek a universal educational influence in the community tributary to it. It is no more impracticable to extend the popular range of university education than to extend the sweep of the university courses. To contemplate the higher education of the masses today is no more prophetic than it was to look forward to the common education of the masses a few centuries ago. The movement in England, known as 'University Extension,' has for its salient feature the carrying forth to the people of the instruction of the university, by means of lectures and local organizations.[10]

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[7] Creese. loc. cit.

[8] Scrapbook of Grace Hebard, 1901-1906.

[9] University of Wyoming: Circular of General Information, 1886. It formally introduced the University fo the state.

[10] University of Wyoming Catalogue, 1890-1891, pp. 88-89.

While recognizing that some features of the English system were impracticable for conditions in Wyoming, it was felt that a similar type of movement could be established which would be no "less conducive to the common end sought."[11]

The 1891-1892 Catalogue, published a year later, announced that the Wyoming University Extension Association had been organized by the faculty of the University "together with the prominent public school teachers and leading educators of the State." Its stated objective was the diffusion of "university culture and education amongst the people."[12] The methods of the "new educational movement," which were being used by both England and America at that time, were to be followed, and founding members expressed the hope to reach "every town and teachers' institute in the State during the year, and thus aid, as well as quicken, educational interests."[13] It should be noted that the Constitution and By-Laws were published in 1891, one year before the University of Chicago announced its extension program.

Strongly supported by faculty members, the initiative for the establishment of the association went out from President Albinus Johnson, a recently elected member of the National Society for University Extension. The management of the new association was placed in the hands of a nine member council which was to take charge of the planning of the work and the arranging of lectures and courses of study.[14] President Johnson was elected as the first president of the association with Grace Hebard as its first secretary.[15] Since "the foundation of this association" rested "purely on benevolent motives," it was agreed that none of the council members or other members of the association would receive any remuneration for their services.[16]

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[11] Ibid.

[12] The Wyoming University Extension Association. (1891). Constitution and By-Laws, op cit., Article II.

[13] University of Wyoming Catalogue, 1891-1892, loc. cit.

[14] Grace R. Hebard. (1893). University Extension in Wyoming. The University Extension World, 2(2), 59.

[15] University of Wyoming Catalogue, 1891-1892., loc. cit.

[16] Hebard, loc. cit.

In a circular compiled by Drs. Johnson and Hebard shortly after the establishment of the association in January 1891,[17] the public was notified that a list of unit courses was available from which a selection could be made. They were asked to organize local extension centers[18] and to make their selections regarding courses as soon as possible. The Circular emphasized the fact that the only cost involved to learners would be the "traveling expenses and the entertainment" of the professor.[19] Instruction was to be given by way of unit course[20] lectures, with each unit consisting of six lectures.

President Johnson's lecture on "University Extension Teaching and Its Relation to Higher Education," delivered in the auditorium of the University on occasion of the establishment of the Laramie University Extension Center, provided valuable insight into the viewpoints held by the early founders. The Boomerang of February 27, 1892 reported that the president saw university extension as "the missionary spirit of the church applied to education," and the discovery of printing as the first step in extension. Clarifying the difference between the English and the American system the president explained that the former favored a series of 12 lectures while the latter preferred six. The university was willing to open centers in any town where a minimum of ten members wished to sign up and lectures would be given every two weeks. The successful passing of an examination[21] will earn a certificate and a certain number of certificates would qualify the student for a degree. Each professor was required to give at least one general lecture. The president concluded by saying that the University of Wyoming was to be the first university west of the Misssouri to organize an extension association.

The first list of courses represented an impressive array of subjects ranging from Political Economy and Psychology to Electricity and the Chemistry of Food. In the 1891-'92 Catalogue it was

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[17] A. A. Johnson and Grace Hebard. (1891). Wyoming University Extension Association. Headquarters, University of Wyoming, pp. 1-2, 378.13 w994, Hebard Room, University of Wyoming Archives, American Heritage Center.

[18] The Wyoming University Extension Association. (1891). Constitution and By-Laws, loc. cit. Article III, no. 2. "University Extension Centers may be established consisting of not less than ten members."

[19] The Wyoming University Extension Association. (1891). Constitution and By-Laws, loc. cit. No. V.

[20] The Wyoming University Extension Association. (1891). Constitution and By-Laws, loc. cit. No. IV.

[21] The Wyoming University Extension Association - Lecturer's Certificate of Attendance and Examination. wf 378.7 w994 L V.1, Hebard Scrapbook, 1891-1901.

reported that the Cheyenne Local Extension Center had 65 members, Laramie Center 45, Carbon 15 and Cheyenne's second center 25. Rock Springs established a center with 27 members the next winter. According to Hebard, the majority of members of the "several centers that had been established in various localities throughout the State was teachers."[22]

According to old circulars found in the Hebard Scrapbook in the University of Wyoming Archives, it was the custom to introduce all the University Extension Lecture Series with a so-called "General Lecture." One circular, for instance, indicates that Dr. Johnson's course in Political Economy, began with two general lectures, one on "University Extension and its Relation to Higher Education," and the other on "The Trinity of Education--Language, Science, and Philosophy." Greek and Roman Literature courses began with a general lecture on the "Outlines of Primitive Belief" and Astronomy and Logic with a presentation on "Civics."[23] These general lectures prepared the way for the more "serious" work of the unit courses.

The extension circulars which were mailed out to the people of the State, listed the titles of the topics that were to be covered in each of the different unit courses. A review of the few examples of the circulars that still exist, provide insight into the type of subjects that were dealt with, the content of material covered, and how advanced the courses were during the beginning years of extension at the University of Wyoming. The following topic lists found in the Archives serve as an example:[24]

Political Economy - A. A. Johnson, A.M., D.D.

1. Wants, Work and Wealth.
2. The Triangle of Value.
3. Demand and Supply.
4. Labor- Its Organizations and Conditions.
5. Capital- Its Relation to Labor.
6. Money.

Geology - J. D. Conley, Ph.D.

1. Atmospheric and Aqueous Agencies.
2. Chemical, Igneous and Organic Agencies.

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[22] Hebard, loc. cit.

[23] Wyoming University Extension Lectures, Copy of a Circular. wf 378.7 w994 L.v1, Hebard Scrapbook, 1891-1901, University of Wyoming Archives.

[24] Ibid.

3. Laurentian, Huronian and Silurian Ages.
4. Devonian and Carboniferous Ages.
5. Triasic, Jurassic and Cretacious Ages.
6. Tertiary, Quaternary and Psychozoic Ages.

Judging from the few extension course syllabi which were donated to the Archives of the University, a syllabus for each individual lecture was printed in a separate, small, folder-like circular of approximately three and a half by four inches.[25] These were distributed at each lecture session.[26] The following is an example of the content of a typical syllabus printed for a unit course of English in the beginning years of extension at the University. It is of specific interest since English represented the choice of study of a large percentage of adult learners.

SYLLABUS- LECTURE II

CHAUCER TO SHAKESPEARE
England in the fourteenth century.- Learning.- Poetry.- Piers Plowman.- Robert Manning.- Gower.- Chaucer.- His French, Italian, and English Periods.- The Canterbury Tales.- Prose.- Mandeville.- Wycliffe.- William Caxton.- Paston Letters,- The Ballad.

EXERCISES
Exercises for each lecture are found at the end of the Syllabus. Any persons attending the lectures are invited to send written answers. They should be addressed to Prof. William L. Smith, University of Wyoming, Laramie, Wyo., and should arrive at least forty-eight hours before the following lecture. Some signature, together with the name of the Lecture Center to which the exercise is to be returned, should be placed at the top of the first page. They will be returned, with comments, at the 'Class,' when further explanations on the general subject will be made. All are invited to the class whether they have sent exercises to the lecture or not.

EXERCISE FOR LECTURE II
(A) What influence had Chaucer on the English language?
(B) What foreign influences were shaping the literature of England?
(C) Of what momentous consequences was Caston the initial agent?

BIBLIOGRAPHY
Bernhard Ten Brink. Early English Literature. Translated by Horace M. Kennedy New York: Henry Holt.
Prof. Earle. Anglo Saxon Literature. London: Society for Christian Knowledge.
Thomas Arnold. Manual of English Literature. London, 1877.
Stopford A. Brooke. Primer of English Literature. New York: D. Appleton
Henry Morley. English Writers. 7 Vols. London: Cassell and Co., 1890.

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25 Wyoming University Extension Association, 1892. Syllabus Lecture I and II. wf 378.7 w994 L V.1, Hebard Scrapbook, 1891-1901. University of Wyoming Archives.

26 Syllabus - Lecture I, II, III, IV, V, VI. Wyoming Extension Association, Head Quarters, Laramie, Wyoming, 1892, wf 378.7 w994 L V.1, Hebard Scrapbook, 1891-1901.

Henry Morley. First Sketch of English Literature.
Saintbury. History of Elizabethan Literature. London: Macmillan.
Gosse. History of Eighteenth Century Literature. London: Macmillan.
Donald Grant Mitchell. English Lands, Letters and Kings. 2 vols. New York: Scribner's Sons, 1890.
Longman's Handbook of English Literature. By R. McWilliam, London: 1885.

In reviewing various syllabi it appears that an extensive amount of work was covered in a lecture session. It is important to note that "home work" was optional. Adults were free to do as much work as they were able or inclined to do. No discrimination was made between students who did a great deal of work and those who preferred to "audit" the classes. Bibliographies were quite extensive, often containing a number of "recent" works.

Students from the Extension Centers, in Cheyenne and Laramie probably had little difficulty in obtaining books for collateral reading since both of these towns already had public libraries by 1890.[27] It is suspected that books were placed on reserve, since classes were sometimes composed of as many as sixty-five students. In the case of Cheyenne, students could also use the Territorial Library while adults in Laramie had access to both the public and the University libraries.

An important development occurred in 1893. It was clear that large sections of the adult population could not be reached with lecture courses, since the "scattered population of the State, and the expense of travel rendered the formation of extension centers impossible in many places."[28] The efficiency of a system of University Extension was, however, proven beyond any doubt. To the faculty it was just a question of finding an additional way to "fill the long felt need of disseminating University culture and learning among the people." Adults had to be reached in some way other than local extension centers. The Catalogue reported that it was thus decided to establish, in addition to the regular University Extension

[27] Robert C. Morris. (1897). Public Libraries. Collections of the Wyoming Historical Society. pp. 123-127. Cheyenne, Wyoming: The Wyoming Historical Society. By an act of the Legislature passed in 1886 county commissioners were permitted to levy an annual tax for the establishment and maintenance of a public library. Laramie County, who had a Library Association since 1873, immediately made use of this provision. Albany County followed suit, but by 1897.

[28] University of Wyoming Catalogue, 1892-1893, pp. 75-80.

work, a Correspondence Teaching Department.[29] Adults would be educated by mail and students could be reached wherever a post-office was available.

In January 1893, the first issue of the University Extension World edited by the University of Chicago, was published. As mouthpiece of the Society for University Extension in the United States, of which President Johnson was a member, its stated objective was "to watch and record the development in every land, of movements for enlarging the opportunities of higher education; above all, of that systematic movement ordinarily known as University Extension." This 16 to 24 page journal was sold at a subscription rate of one dollar per year.[30] Through this journal other universities became aware of what Wyoming was doing. In the very first issue Grace R. Hebard, the secretary of Wyoming University Extension Society described the work done in Wyoming under the heading "Communications from Institutions Engaged in University Extension Work."[31] Another article of hers appeared in the August 1893 edition in which she described both the progress made as well as the difficulties experienced since the formation of the Wyoming University Extension Association.[32] She states for example that "greater success was achieved than had been expected," and that there was no lack of enthusiasm or interest among the people of Wyoming and the faculty of the University. The movement was, however, experiencing great difficulties as a result of the cost of transportation, both in terms of time and money. As an example she mentioned a case in which a lecturer had traveled 4,800 miles during the course of six lectures, "running up a cost of $150 for transportation," in the process. To get to Rock Springs, for instance, which was a distance of 200 miles from Laramie, took "over nine hours, making it 18 hours to spend each two weeks traveling."

Evidence regarding numbers of extension students enrolled prior to 1908 is sketchy, and no effort was apparently made by the University to tabulate registrations. With the exception of the 1908 and

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[29] Ibid., p. 76.

[30] G. Henderson. (1893). Editorial. The University Extension World, 1(1), 14.

[31] The University Extension World, op. cit., p. 18.

[32] Grace R. Hebard. (1893). University Extension in Wyoming. The University Extension World, 2(2), 58-61.

1909 Reports, the number of Extension Center Students was not mentioned before the end of the 1915-1916 college year. In the Twenty-Fifth Annual Report Extension Center Students were listed for the first time as part of the total number of University students. This report stated that 155 students were taking Correspondence Classes while 67 Extension Center Students of Cheyenne were enrolled in four different courses of study.[33] In 1917 it was reported that 110 students were registered in regular extension classes in Cheyenne and that they were taking Spanish, French, Mechanical Engineering, and Physical Training. Forty-two men and 68 women were enrolled.[34] See TABLE I for a summary of the students registered for extension classes in Cheyenne during the period 1915-1918.

TABLE I

SUMMARY OF REGISTRATION
EXTENSION CENTER STUDENTS IN CHEYENNE 1915-1918[35]

Year	Course	Students	Male	Female
1915-1916	English (Shakespeare) -	10	-	-
	Pedagogical Principles	13	-	-
	Mechanical Drawing	20	-	-
	Shop Arithmetic	24	-	-
	Total:	67	-	-
1916-1917	Spanish	37	11	26
	French	4	1	3
	Mechanical Training	30	30	0
	Physical Training for Women	39	0	39
	Total:	110	42	68
1917-1918	Physical Training for Women	42	0	42
	Training for Industrial Workers	11	0	11
	Total:	53	0	53

[33] Twenty-Fifth Annual Report, of the President of the Board of Trustees to the Governor of Wyoming, 1916, p. 8.
[34] Twenty-Sixth Annual Report, of the President of the Board of Trustees, 1917, p. 16.
[35] University of Wyoming Catalogue, 1916-1917, 1917-1918.

The need for workers' education became apparent as the University was moving into its twenty-seventh year of existence. According to the correspondence in the President's Office arrangements were made in 1914 for the "cooperation between the University and the Union Pacific Railroad in extension work."[36] This led Professor Duniway to report to Governor Kendrick that "a beginning in a new field of extension work had been made in Cheyenne."[37] Apparently an offer was made "first to men employed in the Union Pacific Shops, and then to any others in Cheyenne, to provide evening classes in Mechanical Drawing and Shop Arithmetic."[38] In a letter dated August 26, 1914, C. E. Fuller, Superintendent of Motor Power of the Union Pacific Railroad reported that he had talked to "several men in the shops here and feel free to say that fifty per cent of the men would attend a lecture once or twice a month, on any of the subjects appertaining to shop work, especially if given by a professor of the State University." In stating his appreciation for all the assistence given by the University, he added that in his experience "men will study and discuss a subject after hearing a lecture on it, that otherwise would never have given it a thought."[39] When classes started in November, forty-four adults enrolled. Meeting every Monday evening from seven to nine it continued for a period of five months. Declared "very successful," and an "interesting experiment,"[40] the experience gained with "this new work" led the President to predict that "it will become necessary to meet the needs of other communities in the State along similar lines."[41] His prediction appeared to be correct. In 1915 the Natrona Tribune, invited "all Casper people interested in a night school of Manual Training to meet to form a school."[42] At this time, President Duniway also suggested that:

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[36] Typescript of a letter from the President to Director. C. C. Buell, of the Railway Educational Bureau at the Union Pacific Headquarters in Omaha, Nebraska, Aug. 19, 1914. Box 229, President's Office, University of Wyoming Archives.

[37] Copies letters by President Duniway to Governor Kendrick, June 15, 1915, Box 232, President's Office, University of Wyoming Archives, American Heritage Center.

[38] Ibid.

[39] Typescript of a letter from C. E. Fuller to President Duniway, Aug. 26, 1914, Box 229, President's Office, University of Wyoming Archives, American Heritage Center.

[40] President's Report, 1916, p. 22.

[41] Report of President Duniway to the Board of Trustees, Dec. 13, 1915, Box 232, President's Office, University of Wyoming Archives, American Heritage Center.

[42] Natrona County Tribune, Nov. 18, 1915.

> The College of Engineering should be giving extension courses for men engaged in technical occupations wherever there were groups sufficiently large to justify the effort. Railroad engineers and shopmen would appreciate extension courses adapted to their needs. The College of Liberal Arts should offer courses in many departments for organizations of interested men and women.[43]

At the same time when attention was given to workers' education the University also organized, so-called Centers of University Extension Study, where adults could obtain credit for courses taught by suitably qualified local persons. These centers differed from the previously discussed local University Extension Centers where faculty members provided unit course lectures. Adults were permitted to establish Extension Study Centers in "such towns or cities of the State as can furnish leaders who are satisfactory to the University."[44] According to the Catalogue announcement the University took care that the standards of work at these centers would not be inferior to the work done in regular university courses. Regarding the choice of courses, the required examinations, and the credit to be earned, the University stated:

> The question of what courses may be offered in this way, or what may be their content, is in each case to be determined after application to the University. In all courses under an appointed leader, the outline of work and specifications as to books, must be arranged to the satisfaction of the University. The number of examinations is to be at least three, but there may be as many more as may be deemed necessary. Credit obtained by study in such centers are to be ranked the same as those obtained in correspondence work, both together limited to one-half of the work taken for a degree.[45]

The University also stipulated that the leader should have "such collegiate training in the subject in which he is to lead as will be satisfactory to the University." All the work was to be done under the supervision of the Extension Department and detailed reports regarding number, dates, length of meetings, and the content of readings and reviews were required. Examinations were to be held under supervision of some local school officer and all papers had be be forwarded by him to the University to be graded. If courses were satisfactorily completed, students would receive credits in "appropriated amounts."[46]

Apparently the University made an effort to keep in touch with the developments at other institutions and made a point to be represented at the national conferences on University Extension.

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[43] President's Annual Report, 1915, p. 2

[44] University of Wyoming Catalogue, 1915, pp. 242-243.

[45] Ibid.

[46] Ibid.

According to a letter received from Dean Reber of the University Extension Division of the University of Wisconsin, Madison, President Duniway was invited to add to a list of topics selected by other College presidents to be discussed at the upcoming National Conference in 1914.[47] Noteworthy of the list given below[48] is the fact that many of these aspects that were a concern of universities during the 1910's are still with us today.

1. The Social Service Aspect of University Extension.
2. Professional Seminars.
3. Vocational Institutes.
4. Movable Schools, Trains, Traveling Exhibits.
5. Guided Study Outlines.
6. The Extension Division as Related to the Recreation Problems.
7. Cooperation with Women's Clubs.
8. The Extension Division as a Lecture Bureau.
9. The University Extension Lyceum: Its Character, Purpose, and Possibilities.
10. Single and Course Lectures.
11. Debating and Public Discussion Clubs: Promotion of and their Guidance.
12. The Package Library: Limitations and Delimitiations.
13. Debating Club in County School Homes.
14. Welfare and Social Advancement.
    a) Community Institutes.
    b) University Week in the State.
    c) Extension Summer Chautauquas.
    d) Civic Clubs and Social Centers.
    e) Health Instruction Bureau.
    f) Community Music.
    g) Visual Instruction.
    h) University Extension and Religious Work - Bible Study, Moral Instruction.
    i) Extension Work to Women's Work and Women's Life.
15. Cooperation with:
    a) Public Education Authorities throughout the State.
    b) Social Welfare Agencies.
    c) Municipal Administration
    d) Private Educational Institutions.
    e) Societies.
16. How to insure permanency to the kinds of community awakening stimulated by University Extension?
17. Specially adapted work for local needs.
18. Official Extension Publications.

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[47] Correspondence of President Duniway with the organizers of the National Conference on University Extension to be held Oct., 1914. Box 230, President's Office, University of Wyoming Archives, American Heritage Center.

[48] Ibid.

Correspondence files of the President also indicate that he received letters from British adult education officials. One such letter, dated April 1914, came from the Main Office of the British Workers' Educational Association, requesting some details on the type of extension education programs that existed for workers at the University of Wyoming[49]

By the end of the period under review it was reported that general extension was becoming increasingly important. It was "conservatively estimated that several thousand people have heard addresses" and extension lectures conducted by faculty members.[50]

In summary, evidence indicates that the University of Wyoming was one of the pioneers in the development of extension in the United States. Information regarding their efforts were widely disseminated and evidence suggest that other institutions showed a keen interest in what was being accomplished in Wyoming. The University became involved with the education of off-campus students approximately three to four years after its inception in 1887. Under the leadership of President Albinus Johnson, the Wyoming University Extension Association, with Constitution and By-Laws, was established in 1891. Local Extension Centers were organized in several towns and unit course lectures, consisting of six lectures on a given subject were offered. The only costs involved to adult learners were the traveling expenses of lecturers. Workers' education was introduced in 1914 and in 1915 the University began to use the expertise of qualified local persons to teach courses at Centers of University Extension Study.

It appears that the university took a situation approach in its philosophy regarding the education of adults. Correspondence, faculty minutes, and catalogues bear testimony to the University's concern to provide courses to fit the specific needs of adults, to allow them the freedom to choose what they wanted to learn, and to arrange times and places of instruction taking the varied responsibilities that adults have, into consideration. Care was taken not to lower standards for degree purposes. Although the term lifelong

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[49]Typescript of a letter received from W. Temple of Queens College, Oxford, England, April, 1914. Box 231, President's Office, University of Wyoming Archives.

[50]University of Wyoming Bulletin, Aug., 1915, 12(3), 6.

learning was not used, the concept of continuing education was a reality in the planning procedures of the University and adults were reminded that a continuing changing society required knowledge to be updated.

It is hoped that this study will encourage more researchers to explore the history of extension at other universities so that a comprehensive picture may eventually be gained of the role played by American universities in providing off- campus educational opportunities during earlier years.